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"Although this number may seem fairly large at a glance, a thorough analysis of the situation shows that more are required. The average number of children to each officer for supervision is altogether too large for satisfactory service according to the opinions of the best experts in probation work. Some of our probation officers have over one hundred children under supervision, although to perform real and effective work an officer should not be required to look after more than fifty. But in addition to that fact there must be considered the necessity of lengthening the period of probation so that the best results may be obtained. For example, let us say that our average period of supervision of all cases is six months. Although a supervision of six months or even of a shorter time may suffice in many instances, it is probably that as a general proposition an average supervision period of a year would be preferable."

It is only necessary to read the carefully prepared statistical tables in this report to be fully convinced that Justice Hoyt's contention is correct. A large part of the report is made up of the statistics. They are worthy of the attention of those interested in the children of a large city. The total number of cases handled by the five justices was 12,327 in the one year.

Some of the main recommendations made in the report which are applicable to most communities are:

(1) That there should be a proper differentiation between the children who need institutional care and those who should be placed in family homes. The report emphasizes the need of more private homes for neglected children.

(2) That there should be observation stations where children might be held and studied before the court makes a final commitment.

(3) That there should be graded institutions for the mentally unfit and better facilities of all kinds for dealing with this problem.

(4) That the "Children's Laws" of the state be codified.

(5) That the court be given jurisdiction over children of older years. (The maximum age in New York is 16 years at present.)

(6) That through constitutional amendment chancery or equity powers be conferred on the court so that it might inquire into the facts and circumstances of each case at the first hearing, without first having made a technical finding of juvenile delinquency.

The above are but a few of the recommendations. The whole is an excellent presentation of the work of the New York court and deserves the careful attention of juvenile court judges and probation officers throughout the country.

JOEL D. HUNTER.

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San Francisco.

NEGRO EDUCATION. By *Thomas Jesse Jones*. A Study of the Private and Higher Schools for Colored People in the United States. Bulletins 38 and 38, Bureau of Education Publications, 1916. Vols. I and II. Pp. 423 and 724.

This is the first comprehensive study of negro education in the United States. The need for such a work has been evident for a num-

ber of years. Vol. I undertakes to summarize the educational status of negro education in the United States by analyzing such topics as industrial education, preparation of teachers, secondary education, rural education, funds and their control, public school facilities, buildings and grounds, etc. It gives a cross section of the actual conditions as found in the United States surrounding schools for negroes, and the administration of those schools. The volume is intended to summarize the philosophy of education that dominates the education of the negro in the United States.

Volume II deals with more specific material. It undertakes to study all negro schools in the several states. It is quite evident that this is too great a task for a single volume. A volume might very well be devoted to each state, if a careful analysis of all schools were made. It is quite evident that a single visit to an institution is not adequate to form a correct judgment of the various factors employed in the administration of the school. The criticisms, in the main, appear to be fair, and the recommendations generally good, though far from complete or adequate. Being familiar with some of the colored schools in Virginia studied in this volume, it is quite evident to me that the brief survey of them in this volume, accompanied by recommendations, will not serve as the proper stimulus to their reorganization and betterment. On the whole, however, the work is admirable.

Northwestern University.

ELMER E. JONES.

STANDARD METHOD OF TESTING JUVENILE MENTALITY BY THE BINET-SIMON SCALE. By *Norbert J. Melville*. J. B. Lippincott Co., Philadelphia, 1917. Pp. XI + 140.

This is a convenient guide for those who are using the 1911 revision of the Binet-Simon tests. The first thirty pages of the text are devoted to a critical discussion of the theory and practice of mental testing. The author has grouped those tests in the 1911 series that have been found most useful in diagnosing mental deficiency; those that have proven next most valuable he has placed in a second group, and so on for six groups. Those tests that involve the use of the same materials and methods, also, are placed in a separate series, so that they can be conveniently given in sequence. There is a bibliography of four pages, samples of record sheets, etc. As the author says in the preface, no manual has yet dealt with the questions: "With what tests should the examiner begin? Which of two alternative questions should be first employed in a given case? Under what conditions may a test be repeated? By what precise standards shall we decide whether responses in such tests as the definitions should be credited to age six or age nine?"

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ROBERT H. GAULT.